

ACCESS FUND 2002

GUIDE

Pre-release version

**A Guide for Alberta Post-secondary institutions in
developing their Accessibility Plans for program
expansions proposed to begin in 2002/03**

Alberta
Learning
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Access Fund 2002

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Overview

The Access Fund is a funding strategy of Alberta Learning to increase learners' access to relevant learning opportunities within Alberta's post-secondary system. A major driver for the Access Fund is to provide access to the increasing number of high school graduates who are seeking post-secondary education.

Features of the Access Fund

- ? The additional enrolment may be both permanent and short-term expansions to the system.
- ? Post-secondary institutions will submit an Accessibility Plan in conjunction with their Business Plan that describes how they propose to expand access to credit programs.
- ? Program funding is experience-based and will be provided at the levels shown in the Funding Allocation Table.

Guidelines for Funding

The Access Fund will provide funding for the incremental costs associated with expansion of enrolment to priority subject areas that respond to student and labour market demand. The fund may provide support for program delivery, facility operations, and one-time costs.

Funding will be provided as ongoing and one-time:

- ? Ongoing funding will be provided on a per FLE basis and the level of support will vary by program group.
- ? One-time funding may be provided for one-time costs such as curriculum development, equipment and capital construction in response to specific proposals submitted as part of an institution's Accessibility Plan. Alberta Learning and Alberta Infrastructure will work closely with institutions who require new or renovated facilities in order to accommodate the additional number of students.
- ? Not all institutions will be eligible for all components of funding.

Eligible Institutions

The following Alberta post-secondary institutions are eligible for grants from the Access Fund:

- ? Universities
- ? Public Colleges
- ? Technical Institutes
- ? Augustana, Canadian, Concordia and The King's university colleges
- ? The Banff Centre
- ? Community Consortia

2002/03 Access Fund Priorities

The 2002/03 priorities for the Access Fund are grouped into two broad areas:

1. **System priorities:** Programs which link to provincial strategies and social issues as expressed in such documents as *Get Ready Alberta*, *Native Education Policy Review*, *Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta*, and the Business Plans of Alberta Learning, Alberta Children's Services, Alberta Human Resources and Employment, and other government departments. Specifically the priorities are:
 - ? Health care programs
 - ? Business programs including degree, diploma, and university transfer programs in business administration, commerce, and management
 - ? Teacher education programs especially as related to the demand in mathematics and science, second language education, Aboriginal education, and special education.
2. **Institutional priorities:** Those programs identified by institutions that respond to labour market and student demand and fit within their mandate.
 - ? The MLA Post-secondary Funding Review Committee recommended that the Access Fund should be used to respond to immediate local needs. Institutions are encouraged to include, in their Accessibility Plan, proposals for program expansion which specifically target programs that respond to pressures in student demand, local employment needs, or in areas of program expertise.
 - ? In some cases, an institution will want to expand a program using its own resources in 2001/02 and incorporate this expansion in its proposal for funding under the Access Fund for 2002/03. The program expansion may be selected for Access Fund support or may qualify under the general enrolment increases. There is some risk in institutions exercising this option.

General Enrolment increases: The MLA Post-secondary Funding Review Committee recommended that the Access Fund should be modified to fund general as well as targeted enrolment increases. The specific methods that will be developed to implement this recommendation will be made available to institutions during the coming year.

Notes:

- ? Institutions will need to specify the priority order of each proposed expansion.
- ? A major reason for the Access Fund is to provide access to the increasing number of high school graduates in the program and geographical service areas of the institution. The Accessibility Plan should show how program expansion proposals would respond to this demand.

Review of Accessibility Plans

The ministry will review Accessibility Plans based on the following criteria. The criteria for review of the Accessibility Plans are categorized as *essential*, *primary* and *other*. Accessibility Plans must address all the essential and primary criteria. The following questions will guide the ministry's review of Accessibility Plans.

Approved program expansions will balance the costs of the initiatives proposed, with the funding available and the areas of greatest need in the system. Since the Access Fund is intended to support the areas of highest demand and greatest priority, not all institutions should expect to receive funding in any given year.

Essential Criteria

Accessibility

- ? How many additional ongoing and/or short-term FLEs will be provided through credit programming? Is the ongoing increase sustainable?
- ? How many of the additional FLEs are in the priority program areas?
- ? How does the proposed expansion increase access to high school graduates?

Responsiveness

- ? What pressure points of student demand have been identified? What support is there for student demand in the subject area?
- ? What pressure points of labour market demand have been identified? How has this analysis been supported?

Use of existing resources

- ? How does the proposed expansion compare with the institution's historic enrolment levels? Could the institution reallocate program resources to fund the expansion without Access Fund support?
- ? Can the proposed expansion be accommodated within the institution's current facilities?
- ? What one-time and capital construction needs have been identified?

Primary Criteria

Innovation

- ? What innovative approaches to learning will contribute to the proposed expansion, for example, recognition of prior learning, articulation with other programs, provision of employment skills, convenient scheduling of programs, or alternate delivery mechanisms? How is access improved by the use of these innovative approaches?
- ? How is technology used to increase access and expand enrolment?

Institutional strengths

- ? Is the plan consistent with the institution's mandate and business plan?

- ? How do the expanded or new programs build on the institution's areas of strength and expertise (for example, program, personnel, curriculum, research, technical)?

System coordination and collaboration

- ? How does the plan advance the adult learning system to meet the *Campus Alberta* vision of the adult learning system?
- ? Are any new programs being proposed which require approval from the ministry?
- ? Do the expanded or new programs use other institutions' areas of strength or expertise (for example, program, personnel, curriculum, research, technical)?

Effectiveness and efficiency

- ? Has the institution demonstrated efficiency in delivering current programs?
- ? In terms of effectiveness, have graduates of the program achieved high employment or continuing education rates?
- ? Compared to other competing proposals, is this the best option?
- ? Have any other sources of revenue been identified? What evidence has been shown of the institution's ability to raise funds?
- ? Is there an evaluation plan in place?

Timeline for 2002/2003

- | | |
|------------------------|--|
| April, 2001 | ? Access Fund Guide is distributed to eligible institutions |
| June 1, 2001 | ? Institutions submit Accessibility Plans with three-year business plans |
| Fall, 2001 | ? Ministry officials consult with institutions |
| Winter, 2001/02 | ? Decisions are made on funding commitments for 2002/2003 |

Funding Allocation Table

The Access Fund grants are experience based. Using data submitted by the institutions through the Learner Enrolment Reporting System (LERS) and the Financial Information Reporting System (FIRS), the ministry assigns programs to four groups based on their average cost in the post-secondary system.

The Access Fund will provide grants to the institutions for program delivery and facilities operations on a grant per full load equivalent student basis. In addition, one-time funds may be available for start up and capital construction. Alberta Learning also provides support directly to students through Students Finance Board.

Funding Components

? Ongoing funding

? Program delivery

Includes direct instruction, academic and student support services, institutional support, and equipment amortization. For universities, program delivery also includes associated research costs. Private university colleges are only eligible for this component of ongoing funding.

? Facility operations

Includes facility management, custodial services, utilities, maintenance, and building amortization; building amortization is assumed to be one-quarter of this component. Consultations with Alberta Infrastructure will be considered in determining which institutions and/or programs are eligible for this component.

? One-time

One-time support may be provided to ensure the success of the program expansion. This support may be used for acquiring instructional resources such as computer hardware and software, linkages to public information networks, library resources, curriculum development, recruiting new faculty, and/or equipment establishing technological infrastructure

One-time support may also be provided for renovation and functional renewal of existing space and/or for new capital construction. To qualify, there should be evidence of full utilization of existing facilities and of space efficiency gains through the use of alternative delivery methods of instruction. The amortization portion included within the facilities operations component will help determine the amount of any one-time grant for capital facilities.

- ? A formula will be used to determine appropriate levels of one-time support.
- ? One-time support will not be provided for all programs at all institutions.
- ? Institutions are expected to contribute a portion to the one-time costs.
- ? One-time funds will be released after institutions provide an expenditure plan for the funds.

? One-time funds may be released over more than one fiscal year.
 Grants for program delivery and facility operations will be at specified levels for four program groups (A to D). A fifth program group (E) has been reserved for program proposals that may not fit within the other four program groups.

Access Fund: Funding Allocation Table

Grant per full load equivalent student

Colleges, Technical Institutes, Private University Colleges, the Banff Centre and Consortia				
		Program Delivery	Facility Operations*	
Program groups	Group A	\$3,300	\$900	
	Group B	\$4,800	\$1,000	
	Group C	\$6,400	\$1,300	
	Group D	\$9,200	\$1,700	
	Group E	Negotiated		
*See page 4, Private university colleges are not eligible for facility operations grants				
Universities				
(Program delivery grant includes grant for associated research costs)				
		Program Delivery Years 1 & 2	Program Delivery Years 3+ and graduate level	Facility Operations
Program groups	Group A	\$3,900	\$5,000	\$1,600
	Group B	\$5,600	\$6,700	\$1,900
	Group C	\$7,500	\$8,700	\$2,500
	Group D	\$10,700	\$12,200	\$3,100
	Group E	Negotiated		

Program Groups (There may be changes to these tables in the final version of the Guide)

- ? Post-secondary programs have been organized into the groups described below. Program expansion within each group will be eligible for funding at levels specified in the Funding Allocation Table.
- ? Not all programs listed have equal priority in terms of expansion.

Group A:

Preparatory and Basic Upgrading programs

Applied Degree programs

- Small Business and Entrepreneurship

Certificate programs

- Accounting
- Bookkeeping
- Criminal Justice
- Hospitality/Tourism Management
- Rehabilitation Services
- Travel Counselling

Diploma programs

- Accounting
- Bookkeeping
- Criminal Justice
- Finance
- General Arts and Science
- Golf Management
- Hospitality/Tourism Management
- Insurance Administration
- Law Enforcement
- Legal Assistant
- Marketing
- Recreation Therapy
- Security
- Travel Counselling

Skill Training

- Accounting
- Pre-employment in Automotive Service

University Transfer programs

- General
- Bachelor of Arts
- Bachelor of Education
- Bachelor of Physical Education

Degree programs

- B.A. in Native Studies
- B.A. in Recreation Administration
- B.Sc. in Pharmacy
- B.Sc. in Physical Therapy
- B.Sc. in Rehabilitation Medicine
- Bachelor of Arts
- Bachelor of Design
- Bachelor of Education
- Bachelor of General Studies
- Bachelor of Law
- Bachelor of Physical Education

Group B

Applied Degree programs

Applied Communications
Environmental Management
Conservation Enforcement
Petroleum Technology

Apprenticeship programs

Water Well Driller

Certificate programs

Athabasca University Associate
Certificates
Business Administration
Computer Systems
Electronics Technician
Emergency Medical Services
Environmental Science
Fashion Design
Fine Arts
Licensed Practical Nursing
Medical Laboratory Science
Office Administration
Recreation Management
Social Work
Teaching Assistant

Diploma programs

Advertising and Public Relations
Agricultural Business
Agricultural Land Management
Architectural Technology
Audio Visual Communications
Broadcasting
Business Administration
Child and Youth Care
Computer Systems
Construction Management
Corrections
Dietary Services
Emergency Medical Services
Environmental Science
Fashion Design
Fine Arts

Interior Design

Journalism
Landscape Design
Library and Information Management
Medical X-ray Technology
Microcomputer Applications
Mineral Resources Technology
Office Administration
Performing Arts
Physical Education
Recreation Management
Rehabilitation Services
Resources Technology
Social Work

Skill Training programs

Microcomputer Training
Power Engineering

Trades Certificate program

Baking

University Transfer programs

Bachelor of Business Administration
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Social Work

Degree programs

B.Sc. in Agriculture
Bachelor of Business Administration
B.Sc. in Forestry
B.Sc. in Home Economics
B.Sc. in Human Ecology
B.Sc. in Nutrition & Food Sciences
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Nursing
Bachelor of Science
Bachelor of Social Work
Master of Arts
Master of Social Work

Group C

Applied Degree programs

Information Systems Technology
Horticulture Technology
Forest Resource Management

Apprenticeship programs

Baker
Boilermaker
Cook
Communication Electrician
Electrical Rewind Mechanic
Electrician
Electronic Technician
Floorcovering Mechanic
Gasfitter
Glassworker
Instrument Mechanic
Insulator
Landscape Gardener
Locksmith
Machinist
Millwright
Painter and Decorator
Partsman
Plumber
Power Lineman
Power System Electrician
Refrigeration Mechanic
Sprinkler Fitter
Steamfitter-Pipefitter
Steel Fabricator

Certificate programs

Dental Assisting
Early Childhood
Horticulture
Meat Cutting/Processing
Nursing
Petroleum Technology
Pharmacy Technician
Power Engineering

Diploma programs

Agricultural Mechanics
Agricultural Technology
Air Conditioning Technology
Aircraft Maintenance
Automotive Service
Chemical Engineering

Civil Engineering
Cooking
Court Reporting
Dental Laboratory Technology
Design and Drafting
Design Arts
Early Childhood
Equine Studies
Forest Technology
Horticulture
Instrumentation Technology
Management Information Systems
Mechanical Engineering
Nursing
Petroleum Technology
Power Engineering
Printing/Publishing
Respiratory Therapy
Turfgrass Management
Welding Technology

Other Career

Aeronautical Engineering

Skill Training programs

Meat Cutting/Processing

Trades Certificate programs

Agricultural Mechanics
Cooking
Small Engine Mechanics

University Transfer programs

B.Sc. in Computing Science
Bachelor of Engineering
Bachelor of Nursing

Degree programs

B.Sc. in Computing Science
B.Sc. in Engineering
Doctor of Education
Master of Education
Master of Environmental Design
Master of Fine Arts
Master of Library Information Studies
Master of Speech-Language
Pathology
Postgraduate Diploma

Group D

Apprenticeship programs

Agricultural Mechanic
Appliance Serviceman
Autobody Mechanic
Automotive Service Technician
Bricklayer
Cabinetmaker
Carpenter
Cement Finisher
Crane Operator
Heavy Equipment Technician
Ironworker
Lather Mechanic
Motorcycle Mechanic
Printing/Graphic Arts Craftsman
Recreation Vehicle Mechanic
Sheet Metal Mechanic
Tiler
Transport Refrigeration Mechanic
Welder

Certificate programs

Lab and X-ray Technician
Plastics Engineering

Diploma programs

Animal Health Technology
Aviation
Biological Sciences Technology
Chemical Technology
Computer Engineering
Electrical Engineering
Electronics Technology
Heavy Equipment Technology
Materials Engineering
Medical Laboratory Science
Photography
Plastics Engineering
Surveying and Mapping
Telecommunications Technology

Trade Certificate

Machinist Technician

Skill Training programs

Heavy Equipment Operation
Transport Operation

Degree programs

B.Sc. in Medical Laboratory Science
Doctor of Dental Surgery
Doctor of Medicine
Doctor of Philosophy
Master of Business Administration
Master of Distance Education
Master of Engineering
Master of Nursing

Group E

Any program new to the post-secondary system.

Any program expansion that does not fit into Groups A to D

There may be some program expansions where the experience base is not appropriate. In these cases, the ministry may negotiate a modifier to the appropriate program group, or assign the program to Group E.

For Personal Support Aide programs a program group called "Group PSA" has been created. Support for approved program expansions in this group will be \$4,000 for Program Delivery and \$850 for Facilities Operations

Awarding of Access Fund Grants

Access Fund grants will be provided in the following ways:

- ? Initial grants for program delivery and facility operations will be two-thirds of the total annual operating grant. Up to the remaining balance will be provided based on the institution's submission of its preliminary enrolment report for the current year.
- ? One-time funding may be approved when enrolment expansion announced. Release of one-time grants will follow the approval of an expenditure plan submitted by the institution.
- ? Two-thirds of grants in subsequent years will be provided through the institutional grant letters. Up to the remaining balance will be provided based on the institution's submission of its preliminary enrolment report for the current year.

Accountability for Access Fund grants

The Access Fund grant letter will describe in detail the accountability requirements for the grants:

- ? When an institution submits its preliminary enrolment report for the current year, the ministry will audit the grants provided in the previous year against the official enrolment report as submitted through the Learning Enrolment Reporting System (LERS). Any changes to the previous year's grants will be shown in the letter that is written in response to the institutions preliminary enrolment report for the current year.
- ? The ministry will also review the annual growth in Access Fund supported programs against total growth at the institution. We expect that total growth at the institution will equal or exceed the growth funded by the Access Fund.
- ? For one-time grants, within six months of the end of the fiscal year, the institution will be asked to submit a report indicating how the one-time funds have been spent and the amount of any funds carried forward to the following year.

Submitting an Accessibility Plan

Institutions are asked to submit their Accessibility Plan by June 1, 2001 using the attached Accessibility Plan Guide.

- ? Since the Access Fund is intended to support the areas of greatest priority and demand, not all institutions should expect to receive funding from the Access Fund in any given year.
- ? Accessibility Plans will be submitted as part of the Business Planning process; institutional Business Plans are also to be submitted on June 1, 2001.
- ? Institutions will need to prioritize their program expansions.

Guide for Accessibility Plan

Submit to: Phil Gougeon
Assistant Deputy Minister
Adult Learning
Alberta Learning,
7th Floor, Commerce Place,
10155 - 102 Street, Edmonton, Alberta, T5J 4L5

Submit before: June 1, 2001

Number of copies: 5 copies

Submit through: the office of the president

Notes: ? Since the Access Fund is intended to support the areas of greatest priority, not all institutions should expect to receive funding in any given year.
? The Accessibility Plans will be submitted at the same time as the Three-Year Business Plan.

PART 1: Cover page

- ? **Institution name:**
- ? **Contact person(s):** (Name, phone number, Fax number, e-mail address)

PART 2: Executive Summary

Provide an overview of the expected outcomes of the Accessibility Plan, reflecting on the essential and primary criteria for the Access Fund, including:

- ? the institution's role in Alberta's post-secondary system
- ? the institution's vision of how it will contribute to increasing access to the post-secondary system, especially to the increasing number of high school graduates
- ? overall enrolment trends: show enrolment for the past three years and projections for the next three years—programs, annual new entry spaces, annual FLEs, annual graduates, etc.
- ? collaborative partners—is the institution providing services to others and/or receiving services from others?
- ? recent and planned changes in delivery methods
- ? recent and planned changes in program mix—are some programs being downsized or suspended to accommodate growth in other areas?
- ? Note: a table summarizing all the planned program changes over three years may be useful.

Note: Institutions will want to limit the number of proposals to avoid unnecessary effort.
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Use of existing resources

How will the expansion make effective use of the institution(s)' existing teaching/learning and facility resources?

- ? **Program capacity** Only institutions who are currently operating at or near program capacity will qualify for program delivery grants. Provide information on expansion within the context of historic enrolment levels. View 2000/01 as the reference year.
- ? **Facility capacity** Only institutions who are currently operating at or near facility capacity, as identified in the ministry's Facilities Accommodation Capability Study (June 1998 and updated), will qualify for facility operations grants. Provide an overview of facility usage and identify pressure points.

System Coordination and Collaboration

- ? Describe how the Accessibility Plan will advance the *Campus Alberta* initiative.
- ? How does the proposed program expansion fit within the post-secondary system in Alberta? Are there anticipated effects on programs elsewhere in the system? What would be the benefits to the system of this expansion?
- ? How does the plan make best use of the institution's expertise or rely on the expertise of other institutions?

Effectiveness and Efficiency

- ? How will productivity improvements be achieved?
- ? Will revenue be generated through other sources?

Other

- ? Institutions can identify other key criteria that were used in developing their Accessibility Plan.

Accountability reporting to the ministry—annual accountability reports will be required on the increased number of FLEs by program and how one-time funds were expended.

PART 3: Enrolment expansion proposals:

Notes:

- ? Access Fund approval is a process separate from program approval. New programs receiving Access Fund support will subsequently need to be approved through the ministry's established program approval process.
- ? For each proposed expansion of an existing program in the Accessibility Plan, please provide the information requested in this part.
- ? For public institutions who include new programs in their Accessibility Plan:
 - ? Please use the Program Registry System (PRS) to submit a proposal to the ministry for each new program.
 - ? Include "AF" at the beginning of the title to flag it as an Access Fund proposal.
 - ? In place of the information requested in this Part, include a printout from PRS in the Accessibility Plan.
 - ? Unless specifically requested by the institution, the ministry will wait to review the new program proposal included in Accessibility Plans until a decision on Access Fund support has been made.
- ? As Private University Colleges do not have access to PRS, they may use the following as their guide for all programs.

? Submit each program in order of priority

For each expanded program proposed to increase access, provide the following:

- ? Program name (use Learning Enrolment Reporting System [LERS] standard program name) and program group (see Access Fund Guide for program groups).
- ? For reference, provide the 2000/01 full load equivalent (FLE) enrolment in the program.
- ? Provide a multi-year enrolment plan for the program expansion. Identify size of cohort, and the increase in FLEs for each year of the program, and the number of graduates per year. Account for attrition. Use Learner Enrolment Reporting System (LERS) methodology in calculating FLEs from full-time, part-time, and work experience enrolment. Include explanatory notes as required.
- ? In collaborative program expansions, the lead institution is asked to provide data for both itself and each collaborating institution; collaborating institutions are asked to provide enrolment data for their portion only.

Program Name		Program Group A B C D E				
2000/01 base FLE	Cohort size	Increase in FLEs by Academic year				
		2002/03	2003/04	2004/05	etc.	
At lead institution						
Year 1						
Year 2						
Year 3						
Year 4						
Other (e.g. work experience)						
Total						
At collaborating institution(s) ([name])						
Year 1						
Year 2						
Year 3						
Year 4						
Other (e.g. work experience)						
Total						
Total increase in FLE						
Number of graduates						

Responsiveness

- ? Show the student demand for the program expansion. Analysis of demand should be supported with relevant data and should be shown in the context of the array of programs offered by the institution and by the post-secondary system.
- ? Show the labour market demand for the program expansion. Analysis of the demand for the institution's graduates should be supported with relevant data (e.g. labour market information, letters of support from employers).

Collaboration¹

- ? Describe the nature of the collaboration.
- ? Identify the partners (append letters of support/endorsement from any collaborating partners—Alberta post-secondary institutions, Alberta consortia, community adult learning councils, industry partners, and other partners).
- ? Describe how the funds will be used or disbursed among the partners.

Innovation

¹ Collaboration is defined as involving two or more Alberta post-secondary institutions (additional partners from outside Alberta may also be involved). Collaboration has all of the following features:

- ? the exchange of ideas and expertise
- ? shared decision-making
- ? active participation of all the collaborators
- ? the contribution of time and resources from all the collaborators. This may include in-kind contributions.

- ? What methods will be used to increase access (teaching/learning strategies to be employed, materials to be produced, equipment to be implemented, space acquired or renovated)?
- ? What is innovative about the program (recognition of prior learning, articulation with other programs, provision of employment skills, convenient scheduling of programs, alternate delivery mechanisms, etc.)?

Evaluation plan

- ? Briefly describe how the expansion will be evaluated. How will it be demonstrated that the objectives of the expansion have been achieved and contribute to the objectives of the Access Fund?

One-time Costs

- ? One-time funds may be provided for acquiring instructional resources such as computer hardware and software, linkages to public information networks, library resources, curriculum development, recruiting new faculty, and/or equipment. Describe the need and specific costs in detail.
- ? Public post-secondary institutions may qualify for one-time grants in support of capital construction if they are operating at or near capacity. Funds may be used to support one-time investments in capital facilities.
- ? The proposal for one-time support will need to show effective utilization of existing resources and an exploration of other options. Funding will be on a partnership model—the Access Fund will not support the full costs, but may provide resources in addition to revenues generated or reallocated by the institution from internal and from other sources.